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ABSTRACT

This directory contains summaries of the experience in curriculum change of 26 consultants who work to transform the liberal arts curriculum through the incorporation of materials on women, along with the names, professional titles, and addresses of each. (DB)

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FACULTY DEVELOPMENT CONSULTING PROGRAM

Wellesley College
Center for Research on Women

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A Directory of Consultants on Transforming the Liberal Arts Curriculum Through Incorporation of Materials on Women

This directory contains the names, addresses, and summaries of experience in curriculum change of some prominent consultants. The list is updated every four months. It is not inclusive. College administrators applying for matching funds from the consulting program need not choose consultants from this listing.

For further information on the Faculty Development Consulting Program call or write:

Peggy McIntosh or
Marguerite Rupp
Center for Research on Women
Wellesley College
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Tel: (617) 431-1453

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FACULTY DEVELOPMENT PROGRAM

Wellesley College
Center for Research on Women
October, 1984

Directory of Consultants

This list, issued every four months, contains the names, addresses, and summaries of experience in curriculum change of some prominent consultants. The list is continuously updated, so comments and corrections are welcome at any time. It is not inclusive; college administrators applying for matching funds from the consulting program need not choose consultants from this listing.

The price of this directory is $3.00.

Also available from the Faculty Development Program:

"Directory of Projects: Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women." This directory, published annually, gives descriptions of projects at colleges and universities across the country, with names of contact people and other resources. Price: $3.00.

To order the Projects Directory or additional copies of the Consultants List, or for further information on the Faculty Development Consulting Program, call or write:

Faculty Development Program
Wellesley College
Center for Research on Women
Wellesley, MA 02181
(617) 431-1453

INDEX OF CONSULTANTS

Kathleen J. Adams	Post-Doctoral Fellow School of Public Health Columbia University
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Lois W. Banner	Professor of History and in Program for the Study of Women and Men in Society University of Southern California
Nancy T. Bazin	Associate Professor of English; Director of Women's Studies Old Dominion University
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Myra Dinnerstein	Chairperson, Women's Studies; Director, Southwest Institute for Research on Women (SIROW) University of Arizona
Anne Fausto-Sterling	Associate Professor of Biology and Medicine Brown University
Mary Anne Ferguson	Chairperson, Department of English University of Massachusetts at Boston
Diane L. Fowlkes	Associate Professor of Political Science Georgia State University
Elizabeth Fox-Genovese	Professor of History; Vice Chairperson for Graduate Affairs SUNY-Binghamton

JoAnn M. Fritsche	Director of Women's Development and Equal Opportunity University of Maine at Orono
Penny S. Gold	Associate Professor of History Knox College
Carolyn Hadley	Instructor of English American River College
Sandra Harding	Associate Professor of Philosophy and Sociology University of Delaware
Dorothy O. Helly	Associate Professor of History; Coordinator of Women's Studies Hunter College-CUNY
Marianne Hirsch	Associate Professor of French and Comparative Literature Dartmouth College
Florence Howe	Co-Director and President of The Feminist Press Old Westbury, NY
Louise Lamphere	Associate Professor of Anthropology Brown University
Paul Lauter	Professor of American Studies; Treasurer of The Feminist Press State University College at Old Westbury
Susan H. Lees	Professor of Anthropology Hunter College-CUNY
Carolyn C. Lougee	Associate Dean of Humanities and Sciences; Associate Professor of History Stanford University
Patricia MacCorquodale	Assistant Professor of Sociology University of Arizona
Frances Maher	Assistant Professor of Education Wheaton College
Mary G. Mason	Professor of English Emmanuel College

Peggy McIntosh	Director, Faculty Development Program Wellesley College Center for Research on Women
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Elizabeth Minnich	Professor of Philosophy Union for Experimenting Colleges & Universities
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Sheryl O'Donnell	Assistant Professor of English University of North Dakota
Elizabeth Pleck	Research Associate Wellesley College Center for Research on Women
Catherine E. Portuges	Director, Women's Studies Program; Assistant Professor of Comparative Literature University of Massachusetts at Amherst
Susan V. Rosser	Associate Professor of Biology; Coordinator of Women's Studies Mary Baldwin College
Nancy F. Russo	Administrative Officer for Women's Programs American Psychological Association
Betty Schmitz	Director, Northwest Regional Office Western States Project on Women in the Curriculum Montana State University
Marilyn R. Schuster	Dean and Associate Professor of French Smith College
Sarah Slavin	Assistant Professor of Political Science State University College at Buffalo
Bonnie Spanier	Director of Women's Studies SUNY-Albany

Catharine R. Stimpson	Director, Institute for Research on Women; Professor of English Rutgers University
Susan M. Stuard	Visiting Associate Professor of History Haverford College
Judith Tick	Associate Professor of Music Conservatory of Music Brooklyn College
Susan R. Van Dyne	Dean and Associate Professor of English Smith College
Kersti Yllö	Assistant Professor of Sociology and Anthropology Wheaton College

CONSULTANTS

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During academic year 1981-82, a member of the staff of Wheaton College's FIPSE-funded project, "Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts." Consulted with faculty to develop resources for this project in the sciences, social sciences, and humanities. Developed and taught two courses which explored strategies for making the study of women an integral part of traditional disciplines. In spring '83, joined Wheaton's dissemination team to communicate the results of the project. Currently conducting research on curriculum treating social stress and women's lives at Columbia University's School of Public Health.

Margaret L. Andersen
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Director of Women's Studies Program
University of Delaware
Newark, DE 19716
(302) 451-8474

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Has developed a strong interdisciplinary program in Women's Studies at the University of Delaware. Has developed and coordinates the "Research on Women" and "Research on Racism" series, both weekly research colloquia featuring interdisciplinary faculty and student research. Has team-taught with colleagues in Philosophy and English and has consulted with faculty in the social sciences and the arts and humanities who are including scholarship on women in their courses. Is the author of Thinking About Women: Sociological and Feminist Perspectives (Macmillan, 1983) which reviews the sociological research on sex and gender and explores new issues which feminist research and theory have raised for sociologists. Was a Mellon Scholar at the Wellesley College Center for Research on Women, 1982-83, and has recently received an NEH Fellowship to do research on the development of racism and class consciousness. With Sandra Harding, she is co-director of a faculty development project to integrate research on women into the introductory social sciences curriculum at the University of Delaware. The project is funded by the University Provost's Office.

Susan H. Armitage
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Director of Women's Studies Program
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Historian with experience in many fields. Directed a joint project with the University of Idaho conducting faculty workshops on integration of materials on women into the liberal arts and the professional schools, 1982-83. Participant, FIPSE-funded regional project sponsored by Montana State University, "Women in the Curriculum." Designer and project member, Washington Women's Heritage Project, an NEH-funded traveling photographic exhibit focusing on the historical role of women in Washington state. Participant in OAH-FIPSE project on revising the curriculum of history survey courses. Academic consultant to Oral History Office, Washington State University, and to the Rural Women's Oral History project, University of Idaho. Nationally known for work on oral history and western women's history. Has reported to colleagues at American Historical Society meeting on "Integration of Materials into the U.S. Survey: A Teacher's Perspective." In 1983-84, Mellon scholar at the Wellesley College Center for Research on Women.

Lois W. Banner
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in Society
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Survey director and author of report, "Women in the College Curriculum," Princeton University, 1976-77, funded by the Ford Foundation. This was the first major work on women in the college curriculum done in the United States. During the summer of 1980, co-planned and taught a NEH summer institute at Princeton University on integrating the history of women into U.S. History survey courses. Has done extensive work throughout the History profession on integration of non-traditional materials into history conferences, texts, scholarship, and teaching. Co-editor of Clio's Consciousness Raised: New Perspectives on the History of Women (New York, 1974) and author of Women in Modern America: A Brief History (New York, 1974) and American Beauty (New York, 1983).

Nancy Topping Bazin
Associate Professor of English and
Director of Women's Studies
School of Arts and Letters
Old Dominion University
Norfolk, VA 23508
(804) 440-3823

4005 Gosnold Avenue
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Has eleven years of experience in Women's Studies programs, as director of programs at three universities: Rutgers, University of Pittsburgh, and Old Dominion University. Has developed new courses, many interdisciplinary, and helped faculty in virtually all disciplines to develop Women's Studies courses and research projects. Since 1978 has organized two multi-disciplinary faculty development conferences each year. Is now planning Women's Studies development conference for the History Department faculty at Old Dominion. With the U.S. Office of Education during 1980-82 worked on a multi-disciplinary Third World faculty development project as representative from Women's Studies Program. Has consulted for many colleges, guest lectured, and made radio and TV presentations. Has published a bibliography on the concept of androgyny, and written articles including "Expanding the Concept of Affirmative Action to Include the Curriculum." For three years served as vice president of the Women's Caucus for Modern Languages.

Alexander Bloom
Assistant Professor of History
Wheaton College
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33 Garrison Road
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(617) 731-8968

Associated with Wheaton's FIPSE-funded "Toward a Balanced Curriculum" project since it began. Chair of the project's Advisory Committee. Has helped organize and has chaired faculty development workshops for Wheaton on scholarship, methodology, and the relationship between the integration effort and women's studies. Organized a faculty study group on feminist theory. As a project consultant, has conducted faculty development workshops at Rhode Island College, at Agnes Scott, at a women's studies consortium of Upstate New York colleges, held at Hamilton, and as part of a college exchange program at the University of Wisconsin, Green Bay. Co-editor, with Bonnie Spanier and Darlene Boroviak, of Toward a Balanced Curriculum, to be published this spring by Schenkman.

Fran Burke
Professor of Public Management
School of Management
Suffolk University
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20 Joy Street
Boston, MA 02114
(617) 723-4914

Chaired the Suffolk U. Task Force on Faculty Governance, Development, and Life, which studied patterns of change in women faculty appointments over a ten-year period. As Department Chair, coordinated practices of incorporating women's materials into public management curriculum. Served on Women's Committee of the American Political Science Association and the American Society for Public Administration. Chair of ASPA's first award honoring a woman public manager (1982-83), and member of Suffolk's first Essay on Women award (1981-82), both efforts designed to encourage innovative practices for honoring women. As President of Fran Burke Associates, held workshops nationwide for women on "Translating Academic Credentials to the Worlds of Business and Industry" and "Upward Mobility for Women."

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Co-Director of the Black Studies/Women's Studies Faculty Development Project, funded by FIPSE from 1981 to 1983. Experienced in faculty and curriculum development aimed toward building connections between Black Studies and Women's Studies or toward incorporating multicultural perspectives into Women's Studies. Has consulted on curriculum development at colleges interested in beginning Women's Studies Programs, and has conducted workshops on feminist pedagogy on campuses where programs are established. In addition, has served as a resource person for film script and radio projects. Co-Editor, with Catherine Portuges, of Feminist Pedagogy (forthcoming from Routledge & Kegan Paul), and author of Diaries of American Women: An Anthology (forthcoming from The Feminist Press).

Myra Dinnerstein
Chairperson, Women's Studies Program;
Director, Southwest Institute for
Research on Women
University of Arizona
Tucson, AZ 85721
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Directs a campus-wide project funded by NEH entitled "Integrating Women into the University Curriculum." Directs SIROW (Southwest Institute for Research on Women) which sponsors research projects and programs and serves as clearinghouse for researchers on women throughout the Southwest. Sponsored national workshop funded by the Rockefeller Family Fund and the Ford Foundation in Summer 1981 to bring together all directors of projects in the country involved in integrating materials on women into the liberal arts curriculum. Wrote report on 'whys' and' hows' of integrating women into the curriculum for Women's Studies Quarterly and a second report for traditional faculty and administrators published by the Association of American Colleges. Chaired meetings of faculty development project directors and started a task force on curriculum integration projects at National Women's Studies Association Convention, 1982. Co-director, with Betty Schmitz, of the Western States Project on Women in the Curriculum, funded by the Ford Foundation. Has served as a consultant on many campuses.

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5 Burrs Lane
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Research biologist and author of theoretical articles on women and science, probing the nature of science teaching as it is conventionally done. As a Mellon researcher at Wellesley College Center for Research on Women, has developed an important course for Brown University called The Biology of Gender, which she is currently expaning into a year-long sequence to parallel the conventional introductory biology course. Participates in Brown's Women's Studies Program and has participated in year-long faculty seminar on impact of new work on women in many disciplines. She has consulted extensively in the past 2 years on issues related to women, science and curricular development. Author of "Women's Studies and Science: What is the Connection?" (1980), "Women and Science" (1981), and "Women, Minorities, and Medicine: Brown's Challenge for the 80's" (1981).

Mary Anne Ferguson
Chairperson, Department of English
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Boston, MA 02125
(617) 929-8300

564 School Street
Belmont, MA 02178
(617) 484-9329

Editor of Images of Women in Literature (Houghton-Mifflin, now in its 3rd edition). Has had long-term involvement in Women's Studies program at UMass/Boston and in campus-wide survey of the impact on all disciplines of the new scholarship. Has national prominence among scholars reexamining the canon of American literature, and has had a Mellon Fellowship at Wellesley College Center for Research on Women to work on expanding this canon. Is a member of the Advisory Board for the FIPSE-funded project "Restructuring American Literature," directed by Paul Lauter of the Feminist Press. Has designed interdisciplinary humanities and social science courses on women for UMass/Boston with funding from NEH.

Diane L. Fowlkes
Associate Professor of Political Science
Georgia State University
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422 Emory Drive, NE
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(404) 377-8382

Co-directed "A Model for Gender-Balancing the General Curriculum in Higher Education," funded by the Women's Educational Equity Act Program (WEEAP), 1979-1982. The project included a conference, "A Fabric of Our Own Making": Southern Scholars on Women; fourteen conference papers in feminist theory are being published this spring by University of Alabama Press under the title Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum. Chaired the American Political Science Association Task Force on Women and American Government, 1981-1984, which has written eight curriculum units for integration into American Government courses under the general title, Citizenship and Change: Women and American Government and Politics. Has been involved in developing an undergraduate women's studies program at Georgia State University.

Elizabeth Fox-Genovese
Professor of History and
Vice Chairperson for Graduate Affairs
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(607) 798-2241

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Ithaca, NY 14850
(607) 257-0176

Developed and now directs a project for integrating material on women into basic western civilization and American survey courses, sponsored by OAH (Organization of American Historians) and funded by FIPSE. As project director, works extensively on

curriculum materials being developed for history survey courses; writes introductory, theoretical, and bibliographical essays to accompany materials. Works with all committees in developing the materials and has participated in two national conferences run by the project. Has run workshops on integrating history materials into the curriculum at annual meetings of national and regional associations. Has addressed large groups on conceptual problems, and worked with small groups on practical problems associated with integrating material on women into basic survey courses. Has lectured and run workshops on theory and practice of curriculum change and written essays on feminist theory and culture. Has taught workshops on women's history at the Newberry Library summer institute and served as consultant for women's history on UNESCO Project for Scientific Study of Mankind.

JoAnn M. Fritsche
Director, Women's Development Program
and Equal Opportunity Program
University of Maine at Orono
251 Aubert Hall
Orono, ME 04469
(207) 581-1226

395 Essex Street
Bangor, ME 04401
(207) 942-5148

Developed and now directs the institutionally supported "Women in the Curriculum" project for U. of Maine at Orono. Also planned, developed and directs the externally funded multi-campus Leadership in Educational Equity Project, which is assisting faculty and administrative equity leadership teams at seven colleges and universities in Maine and New Hampshire to incorporate research by and about women into both curricula and administrative decision-making. Provides consultation, criteria, resources, and support to faculty and administrators who wish effectively to integrate the scholarship and perspectives of women into curricula, pedagogical practices, and administrative decision-making. Experienced as a consultant to groups and individual educators who wish to analyze and influence power dynamics within their institution in order more effectively to promote and facilitate institutionalization of programs and services for minorities and women.

Penny S. Gold
Associate Professor of History
Knox College
Galesburg, IL 61401
(309) 343-0112

707A Eagle Heights
Madison, WI 53705
(608) 231-3830

Has coordinated a five-college two-day workshop on "Women in History and Literature: Incorporating Material on Women into Traditional Courses," for ACM (Associated Colleges of the Midwest). Has been involved in the development of OAH packets to integrate materials on women into the history curriculum. Was critic for Western Civilization packet at 1980 conference, and discussion leader at the 1981 follow-up conference. Author of paper, "Strategies for Including Material on Women in the Western Civilization Course." Member of teaching staff at the first National Summer Institute in Women's Studies, sponsored by the Great Lakes Colleges Association, 1981, "Toward a Feminist Transformation of the Curriculum." Has worked extensively with faculty and administrators on college committees, and has led faculty workshops at University of New Hampshire and Grinnell College. On sabbatical during 1984-85.

Carolyn Hadley
2223 "L" Street
Sacramento, CA 95816
(916) 447-0806

For the past five years has been a consultant for a number of projects designed to implement Title IX, and has worked formally and informally with institutions and professional organizations interested in incorporating women's studies into the existing curriculum, including: the California Department of Education, Sacramento City Schools, Santa Clara Schools, Santa Ana College, the U.S. Dept. of Education, National Education Association, and the Maine Dept. of Education and Cultural Affairs. Is skilled in needs assessment and curriculum development and evaluation. Has incorporated women's studies into courses in English Composition and Western Humanities. As a representative of federal and state Title IX projects, has attended at least forty professional conferences, seminars, and training sessions in the past three years. Is highly recommended by those who have worked with her as a teacher and consultant.

Sandra Harding
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Edited Thinking About Women, a collection of syllabi for the first feminist courses in philosophy; co-edited Discovering Reality; and wrote numerous papers on feminist issues in political theory, epistemology, and philosophy of social sciences. Is currently writing a book on rethinking the concept of scientific objectivity from a feminist perspective. Has consulted at the U. of Arizona, Carleton College, and Wheaton; refereed many feminist texts for publishers (McGraw Hill, Random House, Prentice-Hall, and others), papers on feminist issues for journals (Signs, Feminist Studies, Philosophical Forum, Hypatia), and grant proposals for feminist research and mainstreaming projects (NSF, FIPSE). Has organized seminars, symposia, and workshops for many well-known organizations. Has redesigned the standard Introduction to Philosophy course to mainstream feminist and Black American understandings of "the problems of philosophy." Has participated in many different ways in University of Delaware's Women's Studies Program. A Mellon scholar during 1984-85 at Wellesley College Center for Research on Women.

Dorothy O. Helly
Coordinator of Women's Studies
Hunter College-CUNY
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(212) 772-5680

91 Central Park West
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Experienced in faculty and curriculum development both in Women's Studies and in the standard disciplines, particularly in the context of introductory and survey courses. Chaired a faculty development seminar at Hunter to develop an interdisciplinary Introduction to Women's Studies. Co-coordinator, with Susan Lees and Florence Denmark, of a two-semester project to integrate feminist scholarship in the basic arts and sciences curriculum. Currently co-planning workshops to continue this work with faculty in the fields of Nursing & Health Sciences, and Social Work. As part of the Hunter College Women's Studies Collective, she co-authored Women's Realities, Women's Choices: An Introduction to Women's Studies (Oxford University Press, 1983). Co-author, with Sheila Kaplan, of "'On What Terms Shall We Join the Procession of Educated Men?': An Agenda for Senior Women Administrators," in Women in Higher Education Administration, eds. A. Tinsley, C. Secor, and S. Kaplan (forthcoming from Jossey-Bass). On Advisory Board of Women and History and on Program Committee of the Fifth Berkshire Conference on the History of Women.

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Co-chaired Dartmouth's Seminar on Feminist Inquiry, focusing on issues of curricular development. Serves on Steering Committee of Women's Studies program, which educates faculty in all departments about possibilities of including women's materials in their courses. Has co-edited an anthology of critical essays on the female novel of development or Bildungsroman. Works on redefinition of literary genres to include female protagonists. Published review essay on "Mothers and Daughters" in Signs, defining changes in several disciplines as they move from traditional to feminist approaches; the article touches on literary criticism, psychoanalysis, and several other fields as they reflect mother-daughter relationships. Guest-edited special issue of Yale French Studies entitled Feminist Readings: French Texts/American Contexts. Had a Mellon grant from the Wellesley Center in 1980-81, and participated in Mellon Seminar on the effect of feminist scholarship on traditional disciplines.

Florence Howe
Professor of American Studies
State University College at Old Westbury

Co-Director and President
The Feminist Press
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Old Westbury, NY 11568
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One of the founders of the National Women's Studies Association and editor of the Women's Studies Newsletter which became Women's Studies Quarterly in 1981. As Co-Director and President of The Feminist Press, she is chiefly responsible for directing research and publishing. Since 1975, has done faculty development work in Women's Studies on dozens of campuses in the United States and abroad. In 1982-83, held a Mina Shaughnessy Fellowship from FIPSE for the purpose of writing a book about faculty development in Women's Studies. In 1978-79, as Visiting Professor at the Great Lakes Colleges Association, worked extensively in faculty development at Oberlin and Denison and led weekend workshops for faculty in the other member institutions. In 1979-80, taught a seminar in Women's Studies for faculty at the College of Wooster where she held a distinguished faculty visiting appointment. Was a Mellon Fellow at Wellesley College Center for Research on Women during the same year. Co-editor of Everywoman's Guide to Colleges and Universities and author of Seven Years Later, a comprehensive overview of the state of Women's Studies (1977).

Louise Lamphere
Associate Professor of Anthropology
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661 Hope Street
Providence, RI 02906
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Works with Brown faculty members and Pembroke's Center for Research on Women to introduce materials on women into the Brown curriculum. Co-edited, with Michelle Zimbalist Rosaldo, Woman, Culture & Society, a series of essays on women in cross-cultural perspective. Author of review essay in Signs, "Anthropology and Women;" also is on editorial board of that publication. Is a reviewer of manuscripts on women for Cambridge University Press, University of Chicago Press, Rutgers University Press, and University of Michigan Press. Is a board member of the American Ethnological Society. As a Mellon Fellow at the Wellesley College Center for Research on Women, developed a course, "Women, Work and Family," given at Brown University in Spring 1983 and 1984. Now writing a monograph, "Working-Class Women: Perspectives on Work, Family, and Ethnicity."

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Directs "Reconstructing American Literature," a FIPSE-funded project of The Feminist Press, aimed at producing syllabi, course materials, and texts which include feminist and minority group scholarship and writings; also developing a new anthology of American literature. Directed a two-week institute at Yale in June 1982 on theoretical and practical issues connected with transforming courses in American literature. Has consulted on many occasions for colleges and secondary schools, particularly on the literature curriculum but also on the whole range of new scholarship on women. Co-author, with Florence Howe, of a monograph, "The Impact of Women's Studies on Curriculum and Campus," (National Institute of Education, 1980). Author of "Race and Gender in the Shaping of the American Literary Canon: A Case Study from the Twenties," in Feminist Studies (Fall 1983). Was evaluator for MLA project on teaching women's literature from a regional perspective, and has reconstructed the entire sequence of courses in American literature at SUNY-Old Westbury.

Susan H. Lees
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With two colleagues, coordinated a project to integrate scholarship on women in all introductory courses offered at the undergraduate level at Hunter. The project, funded by the Muskiwinni Foundation, provided for release time for a faculty member from each department to take part in a semester-long curriculum change workshop. The 18-month project, now in its final stages, is producing guidelines for course revision and preparing a team of faculty consultants to serve as resources in curriculum change for all Hunter faculty. Lees is a member of the Hunter College Women's Studies Policy Committee and co-author of an introductory textbook in Women's Studies, Women's Realities, Women's Choices (Oxford University Press, 1983).

Carolyn Chappell Lougee
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Sciences and Associate Professor
of History
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Has done extensive consulting on curriculum change, including most recently at University of Wyoming and at Scripps College. Taught in the Faculty Development Program in Summer 1981 at Lewis and Clark College. Author of a review essay on women's history in Signs, and of a paper delivered at the annual convention of the American Historical Association on integrating women's past into the Western Civ. course, a paper which was subsequently published (and inspired great interest and response) in Women's Studies Quarterly (Spring 1981). Worked on the OAH-FIPSE project on integrating women into the history curriculum, and wrote a model integrative curriculum for the AHA conference on the introductory course in 1979.

Patricia MacCorquodale
Assistant Professor of Sociology
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Actively involved in University of Arizona's project to integrate material on women into the curriculum, chairing the planning committee to assist the director (Myra Dinnerstein) in overseeing the project, chairing the evaluation committee, and serving as summer coordinator for the intensive summer program and seminar

for 1982. Attended Princeton workshop sponsored by Southwest Institute for Research on Women, which brought together faculty development directors from across the nation. Chaired panel on evaluation issues, and co-authored report on the conference for the Association of American Colleges. Has worked with faculty, especially in the social sciences, to discuss relevance of material on women to traditional fields. Has taught sex roles and sociology of women, and has integrated materials on women into basic courses in social psychology and sexuality.

Frances Maher
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Experienced in applying new scholarship on women to educational issues through course development and classroom pedagogy. Has revised existing courses and created new ones in the teacher education curriculum at Wheaton. Knowledgeable about curriculum development involving Women's Studies at the secondary school level as well, particularly in women's history. Assisted by funds from Wheaton's Balanced Curriculum Project, she has revised her courses in the foundations of education and adolescent development and teaches Minorities in Education and Women and Education from a feminist perspective. She has made presentations on feminist pedagogy at Towson State University, Russell Sage College, the NWSA and AERA annual conventions, as well as at Wheaton. Author of "Classroom Pedagogy and the New Scholarship on Women," in Margo Culley and Catherine Portuges, eds., Feminist Pedagogy (forthcoming from Routledge & Kegan Paul). At Wheaton, helped start and now leads ongoing faculty work on issues in teaching and is a member of the monthly faculty seminar on feminist theory. In 1983-84, a participant in the Mellon Seminar Program at Wellesley College Center for Research on Women.

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Instrumental in bringing women's scholarship into the curriculum at Emmanuel College, she specializes in curriculum change involving women at the small, denominational college. Active in faculty development work at Wellesley College Center for Research on Women: in 1977-78, as a Research Associate working with Carol Gilligan and Patricia Spacks; in 1982-83, as a participant in the Mellon Seminar, working with Peggy McIntosh and others. Co-editor (with Carol Hurd Green) of Journeys: Autobiographical Writings by Women (G. K. Hall,

1979). In fall 1983, with two colleagues, introduced the first interdisciplinary Women's Studies course at Emmanuel; also, giving talks and leading workshops for faculty on curriculum integration. Developed a highly innovative and successful program for displaced homemakers which gave them a feminist, interdisciplinary approach to the humanities and which initiated a Women's Resource Center at Emmanuel. The program, entitled "Women in Transition: Perspectives on Choice," was funded by the Massachusetts Foundation for Humanities and Public Policy.

Peggy McIntosh
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Directs three-part Mellon Faculty Development Program designed to aid in curriculum transformation through new feminist scholarship and perspectives. Program provides national fellowships, regional faculty development seminars, and matching grants to deans and college presidents for consultants on integration of materials on women into the curriculum. She also directs the Dodge Foundation Faculty Development Seminars in Women's Studies for secondary school teachers, and has directed the 19th Century American Women's Fiction Project. With a Ford Foundation grant, she is writing a book on integrating feminist studies in the humanities disciplines with Elizabeth Minnich. She has consulted or run workshops on curriculum transformation at Bryn Mawr, Haverford, Simmons, Old Dominion University, University of Idaho, Sarah Lawrence, St. Olaf, University of Maine/Farmington, the Claremont Colleges, Denison, University of New Hampshire, and others, and at several secondary schools. On planning committee for 1981 Wingspread Conference on Liberal Learning and the New Scholarship on Women, and has participated in three international conferences on curriculum change. Author of "The Study of Women: Processes of Personal and Curricular Re-vision" (Forum for Liberal Education, AAC, April 1984) and "Warning: The New Scholarship on Women May Be Hazardous to Your Ego" (Women's Studies Quarterly, No. 1, 1982).

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Formerly Co-Director of the Women's Studies Program and now Assistant to the Dean of the College of Arts and Sciences, she is active both in curriculum change work and faculty development. Coordinated a faculty development workshop at SMU on integrating new scholarship on women into the liberal arts curriculum, and lectured on the transforming potential of Women's Studies for academic studies in general. In 1982-83, a participant in the Wellesley College Center for Research on Women Mellon Seminar Program devoted to curricular change in the humanities through incorporation of feminist scholarship. In 1983, NWSA panelist on changing paradigms of knowledge and curricular transformation. Has run workshops and led sessions at NCTE, NEMLA, and MLA conventions on women's autobiographical writing and its implications for change in the literary canon. Has taught on women and literature for over ten years, with special emphasis on women writers in a variety of genres. Her publications and delivered papers deal with women's fiction, women in fiction, feminist criticism, and most notably journal writing and autobiography.

Elizabeth Minnich
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Has participated in curriculum change projects as a speaker and consultant at many colleges and universities, and has taught Women's Studies seminars for faculty in a wide variety of disciplines on many campuses, including Hamilton, Kenyon, St. Mary's, Pomona, Oberlin, U. of Minnesota, U. of North Carolina/Greensboro, Yale, Emory, and Columbia. Is academic coordinator and staff development director for the GLCA National Summer Institute at the U. of Michigan, "Toward a Feminist Transformation of the Curriculum." Member of Wheaton College's Advisory Board for its FIPSE project on transforming the curriculum. Has spoken at ACE and AAC conferences on the new scholarship on women. Is a member of the Columbia Univ. Seminar on Women and Society, an invitational program for scholars working in Women's Studies. Author of articles in Women in Education (Spring 1982) and Change (April 1982); "Liberal Arts and Civic Arts: Education for 'The Free Man'?" in Liberal Education (Winter 1982); "Friends and Critics: The Feminist Academy," in Learning Our Way: Essays in Feminist Education, eds., Charlotte Bunch and Sandra Pollack (Crossing Press, 1983); an essay on Hannah Arendt in Between Women, eds., Ascher, DeSalvo and Ruddick (Beacon Press, 1984), among others.

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Has been involved in faculty development projects since 1967, when first appointed for such work at University of Illinois Office of Instructional Resources. Contributes to the development of a wide range of research projects, including a working paper series on Women's Studies for social science and humanities work. As a geographer, has co-authored two major articles and a set of teaching units designed to introduce geographers to new research on women and to acquaint scholars with sexist biases in geographic research. Has organized and participated in panels on feminist scholarship at numerous conferences. Has served on a variety of educational committees for Association of American Geographers and National Council for Geographic Education. In 1983, served 7 weeks as consultant in Women's Studies to the Dean of the Faculty of Arts at Australian National University. She is co-director of a three-year faculty development project, "Integrating Women Into International Studies," which is funded by the U.S. Department of Education.

Sheryl O'Donnell
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Directed faculty development project at the U. of North Dakota in which 20 faculty members attended workshops and wrote essays on integrating Women's Studies into the traditional curriculum. Edited resulting collection of essays, Women's Scholarship (U. of North Dakota, Office of Instructional Development, Winter, 1982). Has consulted on four campuses on Women's Studies curriculum development, working with deans, presidents, faculty, students, and community people. Coordinates Humanities Program at Family Practice Center, U. of North Dakota, and educates resident physicians about Women's Studies. Co-author, with Myra Dinnerstein and Patricia MacCorquodale, of "Integrating Women's Studies into the Liberal Arts Curriculum," a report to the American Association of Colleges Wingspread Conference, Fall, 1981.

Elizabeth Pleck
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Incorporated women's history into the U.S. history survey for the OAH-FIPSE curriculum development project. The project publication is entitled Restoring Women to History: U.S. History II (edited by Elizabeth Pleck, Elizabeth Fox-Genovese, et al.). She participated in two conferences to plan the project and then to disseminate the results. Has served as consultant at Wheaton, Bryn Mawr, Purdue, and Old Dominion University with a focus on integrating women's history into the main curriculum. Is co-author, with Nancy Cott, of A Heritage of Her Own: Toward a New Social History of American Women and, with Joseph Pleck, of The American Man. Has given talks on women's history to American Association on State and Local History, and is author of review article on this subject in History News.

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Director of Women's Studies Program since its inception in 1974. Has conducted on-site visits at institutions throughout the Northeast, evaluating women's studies concentrations, and consulting with departments interested in integrating feminist scholarship into their curricula. Co-editor, with Margot Culley, of Feminist Pedagogy, a collection of essays soon to be published by Routledge & Kegan Paul. Has served as consultant to foundations on projects dealing with sexism and racism in media, on a public television series on independent filmmakers, on a project on women in the arts. Gave keynote address at the U. of Southern Maine to launch the Task Force on Women's Programs; gave panel presentations on feminist pedagogy at the International Symposium on Feminist Theory commemorating Simone de Beauvoir at New York University and at MLA Forum on feminist pedagogy; and co-directed a summer intensive workshop at Smith on that topic. Was a Mellon scholar at Wellesley College Center for Research on Women, 1981-82. Member of the Five College Women's Studies Committee and Faculty Seminar, created to provide a regular framework for exploring curriculum change in connection with developing scholarship on women. Teaches courses on psychoanalytic theory in relation to film and literature.

Sue V. Rosser
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Has wide administrative experience in assisting faculty in many fields to become acquainted with new scholarship on women. Editor of The Biology of Women, a textbook by Ethel Sloane (John Wiley & Son, 1980). Project director of three-year LOCI grant from National Science Foundation to make materials on biology of women more widely accessible, and works with non-scientists as well as scientists in faculty development workshops. Has worked to establish Women's Studies certificate which links courses in traditional majors with Women's Studies courses relevant to the major and to career options for students in each field.

Nancy Felipe Russo
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Has developed course assessment instrument for integrating information on psychology of women into introductory Psychology; consulted on development of staff college of NIMH course for integrating scholarship on women into training of psychologists, psychiatrists and other health service providers. As a Visiting Woman Scholar of the Southeastern Psychological Association, consulted with about 15 colleges and universities in the southeast on curriculum development related to women's issues. Participated in developing APA's accreditation criteria and site visitors' training manual relating the new scholarship on women and minorities to clinical, counseling, and school psychology programs. Has served as President of the Federation of Organizations for Professional Women, working with women in the sciences to develop programs for educating and training women scientists. Has written and lectured extensively on integrating the new scholarship into Psychology and the social sciences. Is developing materials for evaluation of courses on research methods for sex bias. Has received a distinguished publication award from the Assoc. for Women in Psychology for work designed to integrate information about the contributions of women to the history of psychology.

Betty Schmitz
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Directed two major curriculum change projects at MSU, one funded by the Women's Educational Equity Act Program, 1979-81, assisting forty faculty in nineteen disciplines to integrate the study of women into the curriculum; and the second by the Fund for the Improvement of Postsecondary Education, 1981-83, assisting ten institutions in the Northern Rockies region to develop similar projects. Currently co-directs with Myra Dinnerstein (University of Arizona) the Western States Project on Women in the Curriculum, funded by the Ford Foundation to administer a small-grant program for faculty development projects. Has designed and implemented training institutes and seminars focusing on women's studies scholarship in the disciplines, strategies for successful program management, and resources for change. Has consulted at several universities, given numerous presentations on curricular change, and served on a planning committee for a national meeting of curriculum change projects organized by the Southwest Institute for Research on Women. Serves as a special editor on curriculum integration projects for Women's Studies Quarterly and oversees the Clearinghouse for Non-published Materials from Curriculum Integration Projects. Compiled the Sourcebook on Integrating the Study of Women into the Curriculum and is author of Integrating Women's Studies into the Curriculum: Practical Perspectives (forthcoming, The Feminist Press).

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Marilyn Schuster and Susan Van Dyne consult singly and as a team. See notes on Van Dyne for synopsis of their work.

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As a member of the American Political Science Association (APSA) Commission on the Status of Women, was active in designing a curriculum integration project, now funded by FIPSE; is now on the governing body of that project and author of one of the eight supplementary textbooks forthcoming from it, Women and the Politics of Constitutional Principles. At the 1982 annual convention, participated in an APSA short course aimed at integrating materials on women and politics into traditional introductory American Government courses, and co-chaired a similar short course at the 1983 Northeast Political Science Assoc. annual convention. Co-conducted a workshop with similar objectives for the U. of Maine Political Science Department. Is an editor of Women and Politics: A Quarterly Journal of Research and Policy Studies (Haworth Press) and author of two books: an intellectual history of feminism in the U.S. (1979); and a collection (ed.) of articles about Women's Studies curriculum and pedagogy, from pre-school through the doctorate, and about Women's Studies programs. Is also author of many articles and papers on women and politics which have been presented at professional conferences. Specializes in women and American Politics, incorporating political science, legal, and historical approaches.

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Coordinated "Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts," a three-year project aimed at introductory courses in all disciplines where faculty consider it appropriate to include the study of women. Has assisted faculty with course assessment, education in Women's Studies, curriculum revision, and evaluation. Has stimulated faculty involvement in the program, provided opportunities for faculty education, fostered collaboration among colleagues and across disciplines, while overseeing day-to-day activities of the program. Has disseminated results of the Wheaton experiment off campus and organized a national conference on integration efforts at Wheaton which was held in June 1983. Conference proceedings and additional materials from the project are published in Toward a Balanced Curriculum, edited by Bonnie Spanier, Alexander Bloom and Darlene Boroviak (Schenkman, 1984). Participated in 1981 GLCA Summer Institute, "Toward a Feminist Transformation of the Curriculum."

Is trained as a molecular biologist and has done research on women in science and the social study of science. Is prepared to consult on general curriculum change as well as women's scholarship in science. In September 1984, she became Director of the Women's Studies Program at the State University of New York at Albany.

Catharine R. Stimpson
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Founding editor of SIGNS: JOURNAL OF WOMEN IN CULTURE AND SOCIETY, and now editor of a book series on women for the University of Chicago Press. Member of Modern Language Association Commission on Status of Women from 1972-74, and, in 1976, first Chair of MLA Division of Women's Studies in Languages and Literature. Since 1981, Chair of MS. Board of Scholarship, Research, and Education. She is also Chair of the New York State Council on the Humanities, and a member of the Executive Council of the National Council for Research on Women. A frequent speaker and consultant on Women's Studies. Some recent feminist writings in her extensive published work include "Women as Knowers" in Feminist Visions, Fowlkes and McClure, eds. (1984); "Doris Lessing and the Parables of Growth" in The Female Novel of Development, Abel, Hirsch and Langland, eds. (1983); "Women, Scholarship, and the Humanities" in The Women's Annual, 1980, Haber, ed. (1981); and "Zero Degree Deviancy" in Critical Inquiry (Winter 1981).

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Trained as a medieval historian, was responsible for the Introduction to Western Civilization packet of the OAH-FIPSE project developing gender-balanced curriculum materials for introductory history courses. Designed all curriculum units from pre-history (hunter-gatherers) to 1500 A.D., for use in basic history surveys. Can assist faculty in making history courses interdisciplinary and in raising new questions about history. Is writing a book on medieval Dubrovnik which will serve as a model for including information on women in the private, domestic environment to shed light on public and civic concerns. Has won the SUNY Chancellor's Award and the George Queen Award for excellence in teaching. Member of the committee awarding the Berkshire prize in Historical Studies, 1980-81. She is a Fellow at the Institute for Advanced Study, Princeton, NJ, in 1984-85.

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With a small number of other women musicologists, she leads feminist work in this country on women and music. Her research in this neglected area goes back over ten years and includes a variety of publications, most notably her book, American Women Composers Before 1870 (Ann Arbor: UMI Press, 1983). Two of her forthcoming publications are the first of their kind in the field: "Women and Music," an article for the American Supplement to the New Grove Dictionary of Music and Musicians (in press); and Women Making Music-Western Art Music from 1150 to 1950, a collection of essays by musicologists which she has coedited with Jane Bowers (Univ. of Illinois Press, 1985). She has taught on women and music, developed materials for the study of women in music (published in 1977), and has been active as a panelist and presenter at professional meetings devoted to women and music. Recently consulted to staff at Wellesley College Center for Research on Women for the Ford Foundation project on women in the humanities curriculum. Currently writing a biography of Ruth Crawford-Seeger. On sabbatical leave during 1984-85.

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Susan Van Dyne and Marilyn Schuster consult as a team as well as individually. As curriculum coordinators for the Smith Project on Women and Social Change they have taught intensive faculty development seminars on integrating scholarship on women throughout the liberal arts. The Smith curriculum transformation project they developed provides a model for maximizing existing faculty resources and facilitating interdisciplinary teaching and learning within conventional academic structures. The model coordinates a changing group of intermediate-level courses around an interdisciplinary question. The model promotes exchange across departmental boundaries, develops critical awareness of research and teaching methods, and enables faculty to learn through teaching in inter-

disciplinary teams. Van Dyne and Schuster have consulted about all levels of curriculum transformation and have led workshops for college faculty and secondary school teachers at many institutions, including Wheaton, Cedar Crest, Wabash, Mills, Colby-Sawyer, and Emmanuel Colleges, Southeastern Massachusetts University, and Saint Mark's School. Their workshop on curriculum transformation includes needs assessment, syllabus redesign, transformative pedagogy, and models for institutional change. The workshop consists of two-hour modules and can be adapted to specific institutional needs. They are co-authors of "Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution," available through the Wellesley College Center for Research on Women Working Paper Series (1983, no. 125, cost: $4.00).

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Co-coordinator of Women's Studies at Wheaton and closely associated with the College's Balanced Curriculum Project. Participation in the project has involved presenting at January Workshops on feminist criticism of social science methodology, working in the ongoing study group on feminist theory, the members of which serve as consultants on integration efforts to other faculty, participating in training workshops on feminist pedagogy, and developing plans for continuation of project efforts at the end of the grant period. Has made presentations and organized groups to discuss the implications of the new scholarship on women in several contexts. At Univ. of New Hampshire, developed a colloquium on sexism in sociology and served on the UNH Commission on the Status of Women. Presided and presented at a panel on women and education at the N.W.S.A. meeting, Arcata, CA; and has consulted on curriculum integration at Univ. of Wisconsin, Green Bay.